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This is an annotated bibliography with abstracts of 110 entries including materials in English, French, and Arabic on educational organization, philosophy and theory, school administration, higher education, adult education, special problems, and structure of North Africa's educational organization. Vocational, religious, fine arts, and special education receive briefer attention along with educational statistics, teaching aids, international cooperation, and a Tunisian presidential address. For a related document see FL 001 056. (AF)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria, and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. Abdelaziz, Ben Hassen. "Culture" Al Fikr No. 9. Tunis. June 1963.

Culture is a vague word which is very difficult to define. We may say that "culture" represents an intellectural maturity. However, there is a confusion between Education and Culture: Education helps people to attain intellectual maturity-to first acquire a certain amount of knowledge. The maturing of knowledge gained through education represents culture.

It is the aim of every teacher to not only instill knowledge in the pupils, but to give them an idea of culture as well.

T 2. Ahmed, Abdesslem. "Itijahu at-taalim" (The Purpose of Learning). Al Fikr No. 5. Tunis. February 1958. Pgs. 6-8.

Teaching is the most important element of the whole educational system as it forms a man able to live with others. This article discusses the traditional approach and the modern one. The former holds that instruction must be based on the keeping of tradition and every pupil must be taught according to his social background. The latter believes in the democratization of education, In other words, generalization of education from the elementary phase.

The author proposes that the government train qualified teachers, encourage vocational training, and reform the traditional education system in the immediate future.

T 3. Ahmed al Fani. "Ab-taalim wa mokta dhaiatu" Al Istiqlal" (Education and Independence Needs) Al Fikr No. 5. February 1958. Pages 9-13.

Independence is not enough, it must be strengthened to fight illiteracy and poverty, two elements of national life which are closely tied. It is also necessary to educate women and to give them an equal role with men, thereby improving their social level.

In addition, the government should create economic

research centers, thus to develop industry, commerce and especially agriculture. The government must also multiply technical schools in order to have a more highly qualified staff in those fields.

T 4. Ahmed al fani "at tadrisis fan" (Teaching is An Art) Al Fikr: a monthly review. No. 7. Tunis April 1957. Pgs. 10-15.

According to the author, teaching is an art because the role of the teacher is to "mold" characters. As an artist, the teacher educates and cultivates at the same time. He knows what motivates his pupils, dislikes laziness, constantly tries to reform his methods and keep in touch with reality.

His duty is to imbue his pupils with a sense of patriotism and love of country, as well as respect for its institutions.

T 5. Ahmed al fani "Haula takwin a-rajuli al horr" (Concerning the Formation of a Free Man). Al Fikr No.3 Tunis. December 1965. Pgs. 38-42.

Every human being longs for freedom, in order to feel that he exists. The role of Education is to understand children's tendencies in order to correct his defects, and to bring out the best in his character.

Freedom is a human feeling. Children feel free when they play. Educators must train the child to rely on himself, and must use logic to convince him in order to develop his thought processes.

The child who is indulged by the teacher misses valuable training in self-reliance.

T 6. Ahmed el fani. "Istiklalouna wa mashaki Lou at taalim (Our Independence and Problems of Education). Al Fikr No. 8. May 1965.

This article is a survey of the aims of the government in the post-independence period, notably in the field of education.

The author underlines the necessity of arabizing and nationalizing education, as well as of reducing illiteracy by multiplying the number of schools.

The authors hold that each individual is responsible for the upcoming generation, so the collective decisions which are taken must be well-considered and wise.

T 7. Ahmed Soua "maba di u at-tarbia" (The Principles of Education). Al Fikr No. 1. October 1955. Tunis. Pgs. 65-69.

According to the author, the government must pay more attention to Arabic, because it is essential to nationalism and is the link between Tunisia's past and present. It is also the tie which binds Tunisia to other Arab countries.

The author stresses that the language has two aspects; the formal or literary one which may be called "written Arabic" and the intermediate language which is spoken and far from the literary one.

Students are generally not strong in Arabic because Arabic syntax is very difficult.

T 8. Al Bachir Goucha. "A ha mi masha kili at-taalim" (The Most Important Educational Problems). Al Fikr No. 2 Tunis. November 1965. Pgs. 12-20.

The author states that the most important educational issue is to create a Tunisian educational movement, a movement which will "arabize" and "Tunisify" the educational system.

To do so, national arts and sciences must be created, educators must train pupils to think and rely on themselves, and prevent them from imitating foreigners. The government must create research centers for physics, chemistry, astrology and architecture, train her own staff and instigate a national music and national theater.

9. Eléments Bibliographiques sur les problèmes d'enseignement et d'education en Afrique du Nord. (A Selected Bibliography of North African Educational Materials). I.B.L.A. No. 67. 1956. Pgs. 285-307.

This bibliography was compiled after a social studies seminar held in Algiers in July 1953, in order to prepare for future conferences.

It was prepared by the Center of Social Information of the A.M.I.N.A. of Algiers with the assistance of the library of the "Institut des Belles Lettres Arabes" of Tunis. It deals with education in North Africa, especially in Tunisia.

The aim of the authors is to help those who are interested in education, to make readers aware of important educational problems, and to make them appreciate the efforts of educators, and of North African governments.

The major subjects included in this bibliography are: child psychology, pedagogy, psychological and pedagogical problems, special problems, modern educational methods, theater, cinema and adult education.

T 10. K'mais al-Mokni "nahua tarbia dimocratia" (Towards a Democratic Education). Al Fikr.No. 10. July 1957. Pgs. 33-36.

A democratic educational system means to have democracy within schools and outside the schools as well. Education must therefore be compulsory to every Tunisian regardless of religious affiliation. Within the school , the teacher teaches his pupils and he, in turn, is taught. Agreement between parents and teachers on goals and methods is essential if there is to be harmony in the educational system.

In order to make learning a part of the child's life, the teacher should use as examples that which the child encounters in everyday life. In this way the teacher helps the child to understand that learning must not stop when one leaves the classroom, that the tie between school and life is a real and relevant one.

T 11. Ladgham, Bahi: "L'enseignement ne peut, sans s'appauvrir, rester à l'écart de l'industrialisation" (Education Cannot Stay to One Side of Industrialization Without Deteriorating). Tunis: La Presse. July 3, 1968.

On the occasion of installing the new Secretary of National Education, Ben Salah, the Secretary of State to the Presidency remarked that close interaction of the departments of Education, Planning and National Economy is a necessity for the first of these departments furnishes the staff required for all domains.

For his part, M. Ahmed Ben Salah said that he would consider coordinating the different sectors of the country as his primary task in the future. He now holds the portfolios of National Education, Planning and the Economy.

T 12. Mohamed el Abed M'Zali "at-talim wa horiet u at-tifl" (Education and the Child's Freedom). Al Fikr No. 2. Tunis. November 1965. Pgs. 15-18.

Must the teacher let the child do whatever he wants in the classroom? The article begins with this question and the author attempts to answer the difficult question. He states that educators in general let the child free, but the amount of freedom left to the child varies with the teacher. Since children have different temperaments and abilities they are not equally equipped to handle freedom. Ideally, the teacher would give to each child the liberty which the teacher thought him capable of handling constructively. To make such judgments, the number of children per teacher must be limited to permit the teacher to be more thoroughly acquainted with the young people.

T 13. Mohamed m'Zali "Tarbia wa taalim" (Education and Learning). Al Fikr No. 2. Tunis. November 1963. Pgs. 32p34.

Teaching is held by this author to be an art as well as a profession. It is a way of knowing the world and discovering its secrets.

Education is a national and human issue which is immediate and important. However, it must be recognized that education is only a means and not a goal. It instills in children a sense of responsibility and also acquaints him with the views and philosophy of the nation in which he lives which are inevitably reflected by the educational system.

Along this line, it is to be noted that any political change is followed by a reform in the educational system. The author states that Tunisia is in a period of transition and her educational system is still ill-defined.

T 14. Mohamed al Halioui "Haula istiftai al fikr" (On the Enquiry Made by Al Fikr About Culture). Al Fikr No. 3. 1965. Pages 43-49.

The author tries to answer two important and difficult questions: 1) Does Arabic culture have any characteristics at the present time? and 2) What are the different aspects of Arabic culture, and what are the consequences of these contradictions.

The author tries to answer these questions. The author deplores both pessimistic and optimistic views. According to him, Arabic culture is not yet mature because there are not many Arabic works either in prose or in poetry, but it is in the process of developing.

15. "Nadwat wuzara at-tarbia wa at-taalim fil Magrheb al arabi al Kabir" (Pedagogical Conference for the Magrheb Countries). Algiers April 25-30, 1967. A nassat at-tarbawia (Bulletin Pedagogique) No. 62. January 1968. Pgs. 46-52. Documents 1-2.

In this article on the generalization of scolarization, the author states that since the Maghreb countries are developing, education is greatly influenced. In the struggle against illiteracy, difficult problems arise, especially material ones.such as the lack of qualified and trained teachers, and the shortage of textbooks.

The Maghreb countries are planning to generalize scolarization in accord with social and economic developments. To achieve these goals Tunisia has reduced the elementary cycle, and changed the elementary curriculum. The government is also making a concentrated effort to increase the number of qualified teachers.

T 16. Ben Salah, Ahmed. "Equilibrer l'evolution intellectuelle et le développement économique" (To Equilibrate Intellectual Evolution and Economic Development). Tunis. La Presse. July 3, 1968.

M. Ben Salah declared in substance that the work of education is diverted from its true goal if it has an exclusively didactic character. If literary and scientific knowledge does not encourage awareness of the reality of a country, her needs and her aspirations, the education has no positive effect. To the contrary, it serves to isolate an elite from the rest of the people and cloister them in an ivory tower which is contrary to the ideas of society.

M. Ben Salah holds that without a radical departure from the educational line followed up until this time, first-priority ends can be achieved, one of which is the effective participation of educational staff in national undertakings. Those who cherish their isolation must be pushed into the active life which is unfolding around them.

Changing heads of the Department of National Education does not signify a reform of educational programs. The change will, however, make the educator aware of his heavy responsibility not only in the classroom but in the social milieu in which he lives.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 17. André, Adam. "Algérie - l'enseignement" (Education in Algeria). Annuaire de l'Afrique du Nord 1965. Centre National de la Recherche Scientifique. Pages 215-219.

In 1963 the number of pupils increased by 200 000. There are currently 86,000 pupils in secondary school. Two hundred new teachers were recruited and 3,360 schools were built. The government must, however, allot even more money to education in the national budget.

The Minister of National Education, Doctor Taleb, states that there is still much to do, especially with the struggle against illiteracy.

Since independence many textbooks have been printed in Algeria which have been adapted to the country.and replace the French texts. Educational radio has an important place in national education, not only as an aid to teachers, but also as a means of giving enrichment courses to under-qualified teachers recruited in 1962 due to the shortage of teachers.

The arabization program is still judged by many to be insufficient and adult education programs have been created and put into operation.

A 18. Le Colloque sur l'enseignement 6-9 Mai 1966 (Colloquium on Education May 6-9 1966) Maghreb Revue No. 16. July-August 1966. Pgs. 15-16.

Since independence, the aim of the Algerian government has been to generalize education, to adapt the educational system to a changing society. The Government allots 20% of the national budget to education. This annual colloquium is therefore necessary to discuss educational issues in regard to budgetary planning for the following year.

Democratization of education is one of the major Algerian problems and one of the government's primary aims. At the present time there are 1,350,000 children

attending school. The government grants scholarships in order to encourage higher study, the same number to girls as to boys.

The democratization of education is linked with the struggle against illiteracy and underdevelopment. It is also closely tied to planification.

A 19. Ministère de l'Education Nationale. "Révolution et Education - l'investissement intellectuel" (Revolution and Education - An Intellectual Investment). Algiers. undated. 115 Pgs.

This review, in both Arabic and French, contains articles which discuss,in general,aspects of the educational situation in Algeria. Included are a speech by Ben Bella inaugurating the third academic year since independence (1964), a talk by the Minister of Education which includes statistics, an article on education and the Plan, pedagogical systems, goals for 1964-65 and, finally, a discussion of audio-visual methods.

Included are tables and statistics.

L 20. Annuaire du Grand Magrheb Arabe 1965. (The Yearbook of the Great Arabic Magrheb). Libya. Pages 48-54.

The prime minister sums up the government's goals in the field of education. It is the aim of the government to raise the standard of the education rather than increase the enrollment figures. The requirements of social and economic development necessitate particular attention to technical and educational training so that children may have the opportunity of primary education, the minimum requirement for a literate citizen.

L 21. "Voici la Libye" (Here is Libya). Les Zaivas Senoussi. Pg. 111.

Essayed Mohamed Ben Ali Senoussi has propagated the principles of Islam and has tried to fight illiteracy in order to make the Libyan people aware of the problems he faces.

L'Imam Senoussi created a large number of "Zavias Senoussites" in order to teach those who wish to learn. He was, therefore, a pioneer in education reform and others in the Libyan government are trying to continue what he began.

Many of his children tried to follow his example. Essayed el Mahdi al-Senoussi established "Zavias Senoussistes" all over the country so as to propagate culture. Senoussi's grandson, His Majesty King Driss I, went ahead with this task and he established the Islamic University of Essayed Mohamed Ben Ali al-Senoussi.

L'Imam e-Senoussi has established many Zavias in other Arab countries, namely Tunisia, Algeria, Egypt, Soudan, etc.

M 22. "La Rentrée Scolaire au Maroc" (The Opening of School in Morocco). Maghreb Revue No. 12. November-December 1965. Page 20.

Because of the growth in the population, the number of pupils has increased especially in secondary schools. In public schools there are more than 1 million pupils. In secondary schools there are more than 130.000 students.

The Five-Year Plan provided for total scholarization in 1966. The Three-Year Plan insists upon the importance of arabization, emphasizes technical education and the formation of staff.

In one of his adresses King Hassan II emphasized the importance of education and youth, vows to improve educational methods and to develop vocational as well as agricultural methods.

M 23. "Le Glas d'une mission" (The Knell of a Mission). Jeune Afrique No. 392. July 8-14, 1968.

Before leaving for vacation, 147 French professors from Casablanca received notification from the Headmaster of the Lycée Lyautey, the largest and most modern of the French establishments in Morocco, that they would not be able to resume their teaching positions in October.

The French Cultural Mission depends on the French Ministry of Foreign Affairs. In 1963 a plan was established to decrease financing in proportion to the decrease in the size of the French colony in Morocco. Since 1966 the French colony has remained at a level higher than predicted while the budget has been reduced annually. As a result, the French Cultural Mission had the choice of dropping certain courses from the curriculum and closing certain schools, or instituting paying education. The Mission decided to put kindergarten, secondary and higher education on a paying basis, a measure which has been opposed by a strong majority of teachers and parents.

There is reason to hope that the credits allotted to the Moroccan French Cultural Mission for 1968-69 will be sufficient to cover salary increases. To make up the

present deficit, many favor reducing the teaching staff to continuing payed education.

M 24. "Querelle du baccalauréat au Maroc (Quarrel Over the Baccalaureate in Morocco). Jeune Afrique No. 391. July 1-7, 1968.

Moroccan students in traditional and modern sections of education, in schools of the French Cultural Mission as well as those of the Ministry of National Education, had to pass a written and an oral baccalaureate as in preceding years. French students only had to take an oral exam, as in France.

These decisions were made at the last minute and the candidates thought for a long time that the method in course in Paris would be applied to them.

In face of subsequent student protest, the Moroccan government made one concession: it would not hold seven points as a failing grade, but would permit all students receiving less than seven points to retake the examination in September.

T 25. "Concours d'entrée á l'Ecole Nationale d'Administration" (Entrance Competition to the School of National Administration). Tunis. La Presse. July 5, 1968.

To be eligible for admission to E.N.A.T., a candidated must be Tunisian, over 17, and having successfully completed the First Cycle with grades of at least 9 out of 20 in the last year.

Entrance examinations are given in French, Arabic and Mathematics. A general oral examination is also required.

The number of places to be filled is fixed by the Secretary of State to the Presidency.

A 26. Boubaker, Hamza. "Le Jeune Musulman et l'Education Secondaire en Algérie: Attitudes Psychologiques et Evolution Intellectuelle" (The Young Moslem and Secondary Education in Algeria: Psychological Attitudes and Intellectual Evolution). I.B.L.A. Tunis. 1951. 395-408.

This article summarizes the state of secondary education in Algeria. The first secondary school was a catholic school created in 1832. In 1835 an official secondary school was created in Algiers, and later on, in other Algerian towns. Moslem pupils were admitted easily in these schools, but many parents did not want to send their children there as they were afraid.

In 1958 secondary schools were created for high society Moslem children in order that top level staff might be trained for administrative positions.

To encourage enrollment in French secondary schools, the French government granted scholarships to Moslem students. There were 80 Algerian pupils in 1880, 200 in 1906 and 400 in 1914. By contrast, there were 3214 Moslem students in 1950.

The author also speaks of the psychological attitudes and intellectual evolution of Moslem children.

A 27. Ministère de l'Education Nationale. L'education au service de la nation. (Education Serves the Nation). Algiers. Institut Pedagogique National. February 1966. 78 Pgs.

This review, in both Arabic and French summarizes all levels of education in Algeria, particularly for the year 1965-66. Useful statistics which reflect the progress which has been made in Algerian education are included.

For example, between 1962 and 1965 elementary enrollment doubled from 660,000 to 1,400,000, secondary enrollment tripled from 35,000 to 110,000 and students involved in higher education increased from 600 to 7,000 in these years.

Among the special topics discussed in the review are democratization and Arabization, the 1965-66 university year, the World Congress of Tehran for the

elimination of illiteracy, and the increasingly important role of television in education.

L 28. Mantran, Robert. "Chronique Libyenne" (Libyan Chronicles). Annuaire de l'Afrique du Nord 1965. Centre National de la Recherche Scientifique. Pgs. 391-392.

This article is devoted to Libya in general, but education is the major subject dealt with. The author states that the Libyan government is greatly concerned with developing education.

In 1965, 64% of the population was illiterate. In 1964 - 1967, 175 schools were built. In 1965, 211,395 children were scholarized. There are currently 1,570 students enrolled in the Islamic University. In 1965 the teachers' training college started with 80 students. In the summer of 1965, 215 students accepted traineeships in other Magrheb countries, a program designed by the government to increase cooperation between Libya and other countries of the Magrheb.

Government-granted scholarships enabled many Libyan students to continue their studies in either African Universities or European ones.

L 29. "L'Enseignement Libre" (Free Education). Here is Libya.(Voici la Libye). pg. 117.

The number of private schools has increased. There are, at this time, twelve private primary schools, four intermediate schools, 10 elementary schools and 5 secondary ones. There are 10 additional private schools reserved for foreigners' children.

The number of children enrolled in private schools has also increased, especially during the last decade.

Statistics are given for the school year 1964-65.

M 30. Ben Hima, Doctor Mohammed. "Trois cent mille élèves nouveaux scolarisés à la rentrée 1965)(300.000 New Student Scholarized in 1965). Europe France Outremer. Morocco. Pgs. 16-19.

Details are given in this article on the 1965 school year. The author states one of the most outstanding successes of educational planning was the scholarization of 300.000 new students in 1965. In primary schools, the

number of pupils has increased from 317,000 in 1955 to 1,160,000.

In 1963 education was made compulsory in Morocco, and in 1965 the educational system was reformed. The government is trying to multiply schools in order to generalize scholarization, and reduce expenses at the same time. Consequently, the new schools would not have been built without the valuable assistance of volunteers.

T 31. Messadi,Mahmoud.. "La Scolarisation touche 970.000 jeunes tunisiens" (Scholarization Reaches 970,000 Young Tunisians). Tunis. La Presse. June 30, 1968.

As Minister of National Education, M. Messadi depicted the present educational situation. As forecast in the national plan, the enrollment figure has reached 970,000, 135,000 of which are secondary school students, and 8,000 of which are in schools of higher learning.

Six thousand candidates recently competed on college entrance examinations, and 8,500 young people are trying for admission to secondary and technical schools.

The Baccalaureate degree was awarded to 1,140 students, and 900 students passed examinations for entrance into the "cadres moyen compétents." Of the 2,400 students who passed university examinations, one-third were in the field of science.

M. Messadi stated that the statistics, while encouraging, showed the need for more trained staff in order to meet the country's needs. The Secretary of State proposed 2,600 higher education scholarships whereas the number of students receiving the Bachelor's degree is less than half this number.

The number of university graduates this year -530- is obviously inadequate for the country's needs.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

A 32. "La rentrée scolaire en Algérie" (The Opening of School in Algeria). Maghreb Revue No. 12. November-December 1965. Pages 18-19.

Dr. Ahmed Taleb, Minister of National Education, made a survey of the government's efforts in the field

of education, and cites statistics. Schools have been built in agricultural regions, teacher training has been intensified, but total scholarization will only be achieved in 1970. The latter, together with arabization, is the government's main goal, but many difficulties have been encountered.

Thanks to the National Pedagogical Institute, the number of available textbooks has been multiplied and the prices of the texts have been reduced.

Many foreign teachers remain in Algeria.

A 33. "Le colloque sur l'enseignement 6-9 May 1966" (Colloquium on Education May 6-9, 1966). Maghreb Revue No. 16. July-August 1966.

The organization of secondary education is nearly the same as in the pre-independence period. The Algerian government has, however, created a higher teacher training college which includes two arts and sciences sections, and a polytechnical institute for training engineers.

A council for scientific research has also been created which directs the research centers. Priority has been given to the sciences in Algeria.

A 34. "Le colloque sur l'enseignement 6-9 Mai 1966" (Colloquium on Education in Algeria, May 6-9, 1966). Maghreb Revue No. 16 July-August 1966.

In 1962 the Algerian government recruited assistant teachers because of the lack of qualified teachers. These "Moniteurs" were given pedagogical courses. The government has also created many training colleges, 18 of which were built in 1965. Thirty additional training colleges will be ready for October 1966.

The aim of educators is to modernize the educational system, and to emphasize personality development among the students. The problems of educators were discussed at length during the conference.

L 35. Conference of Arab Ministers of Education. Tripoli. April 9-14.

The Arab Ministers of Education closed their six-day

conference in Tripoli by adopting a large number of resolutions and recommendations. The conference declared that priority should be given to increasing the number of teachers as quickly as possible. Visual aids and other mechanical teaching devices should be developed and used.

The final report is in fact a textbook on the history of Arab education, its present status, its aims and aspirations. It is to be noted that the number of pupils at all levelshas increased in the last five years from 8 to 12 million.

The conference stated in conclusion that education is a determining factor in the economic and social development of every country.

L 36. Facts About Libya 1964 - A General Survey of Libyan Education. Pages 114-119.

The author gives a survey of the history of education in Libya. He deplores the pre-independence educational system and notes that at the advent of independence illiteracy was still widespread and very few people had attained the level of university study.

Since independence the Libyan government has made great efforts and achievements in the field of education. As a result of its efforts, enrollment has increased as well as the supply of qualified teachers.

The author holds that the reshaping of the nation's educational programs is a very important task. Textbooks must be revised and the textbooks of foreign origin must be replaced as rapidly as possible.

For the first time, school manuals are now being edited and printed within the country.

L 37, Hoffman, Paul E. "Libya: A Microcosm" The African Economist. Vol. 1 No. 1. February 1967.

This article deals with the different aspects of Libya's development, education in particular. In speaking of the pre-independence period, he states that the public school system was primitive. The government has since set out to build a public education system with massive help from the United Nations and a number of bilateral agreements.

U.N.E.S.C.O. has assigned specialists to improve the two Libyan teacher training colleges, one in Tripoli and the other in Benghazi. Model demonstration schools have been set up as a result of work done by a U.N.E.S.C.O. expert.

Teaching methods are being modernized and books and school furniture a - being supplied, partially with American aid money, partially by the United Nations, and partially by the Libyan government.

Enrollment figures have now reached 170,000.

T 38. El Fani, Ahmed. "Taalimuna ath-thanawi as-sakim" (The Issue of Our Secondary Education System). Al Fikr. No. 3. December 1955. Pages 10-18.

The most important aim of education is to cultivate the pupils. Tunisia badly needs some changes in her education system if this end is to be reached.

The way one learns is extremely important, more important perhaps than learning itself, in the opinion of this author. He mentions secondary school time-tables, and deplores this non-pedagogical system and its effects and results. According to him, a new secondary educational system must be founded, a system which will be a compromise between nationalism and the twentieth century.

T 39. Guigua, Fahar. "Taalimuna Baina a-subul" (Our Education Between Different Tendencies). Al Fikr No. 2. Tunis. November 1965. Pgs. 19-22.

The author believes in an immediate generalization of scholarization. He deplores the pre-independence system and stresses the fact that education reform is necessary. To "fill up" children's minds is not sufficient.

Various types of education exist and it remains for Tunisia to make the best choice between them. The government must struggle against illiteracy and the "bourgeoise" conceptions of education.

EDUCATIONAL ORGANIZATION

Primary Education and Extracurricular Activities

A 40. Enseignement Primaire (Primary Education). Effectifs Scolaires et Enseignants (Students and Educators). Maghreb Revue No. 12. November-December 1965. Pg. 19.

Statistics are included in this article on the number of primary schools in Algeria as well as the number of newly scholarized children.

There are many Tunisian teachers in Algeria, as well as 5,000 French teachers, 3,000 of which teach in private schools.

A 41. Hibar, Mohamed Al-muktar fi qawa'id al-lugat al-'arabiya lil-madaris al-jaza'iriya (Selection of Principles of Arabic for Algerian Schools). Vol. 1 (Third Year Elementary). Algiers: Matabi'dar al-kitab 1966. 101 pgs.

Written for third year elementary students, this book contains the results of two goals: revision of previous editions and the arabization of Algeria. It contains 22 lessons, each of which is devoted to a principle of grammar or syntax. Included in the lessons are a text, a set of questions, a summary of the principle under consideration, an exercise in composition, dictation and exercise in sentence structure.

The principle features of Arabic grammar are covered and made familiar to the student through readings which discuss familiar topics such as school and home life, occupations, religion and the nation.

A 42. "Nadwat wuza ra at-tarbia wa at-taalim fil Magrheb al arabi al Kabir" (Pedagogical Conference for the Maghreb Countries). Algeria. April 25-30, 1967. A nasra at-tarbawia (Pedagogical Bulletin No. 62. January 1968. Pgs. 53-60.

This article is devoted to history and geography in elementary education. They are considered important

because they imbue the child with a sense of responsibility. The author suggests revising the methods of teaching both subjects, and insist that the history of the Maghreb be taught so that the child will learn to appreciate the Mahrebian civilization.

History must be taught objectively because truth is relative. It is very important that textbooks be accurate and maps and illustrations are desirable teaching aids.

L 43. Annuaire du Grand Magrheb 1965-66. (The Greater Maghreb Yearbook). Pg. 50.

Up-to-date statistics provided by an educational expert show that the number of available places in primary schools in Libya does not exceed 49% of the total number of school-age children.

The author asserts that additional equipment, laboratories, libraries and school furniture must be provided if educational standards are to be improved.

L 44. Wizarat at-tarbiya wat-ta'lim (Ministry of Education). tarikh Libiya (The History of Libya). Libya. 1967. 118 pgs.

This book was written for sixth-year primary pupils and covers Libyan history from the time of the Ottoman occupation to the present. In compiling the text the authors considered the following objectives: emphasizing history as a living subject, imparting to students a sense of a common heritage, a respect for those who suffered to liberate the country and an awareness the elements which unify Arab countries.

Major topics include the history of the Ottomans, Libya before the Ottoman occupation, the Ottomans in Libya Italian Imperialism, Libya's struggle and declaration of independence.

T 45. Kitaba ad-dawla lit-tarbia al-kaumiya u diwan at-tarbawi (Secretariat of State for National Education. Pedagogical Office) Fusul fi tarekh Tunis

This book has been written as a text for fifth-year elementary pupils. The authors have two aims: 1) to acquaint pupils with the history of their country, and 2) to encourage pupil participation by oral exercises

and readings. Beginning with prehistory, the text covers most of the Tunisian events and movements. There are 23 lessons in this text.

T 46. Kitaba ad-dawla lit-tarbia al-kaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). January 1966. Kitabi (My Book).

This book was written for fifth-year elementary pupils and contains selections which range from school life to travel. The ends of the authors are to imbue students with an appreciation for Arabic culture, teach them to think properly, develop their curiosity for other cultures and broaden their horizons.

T 47. Kitab al jaghraphia (A Geography Book). Kitaba ad daula lit-tarbia al-kaumiya (Secretariat of State for National Education). Tunis.

"Geography is a science which deals with an everchanging subject, especially when it is about a developing country." This work is designed for fifth-year elementary school pupils. The aim of the authors was to convey the idea of evolution and of a Tunisian reality, topics which are rather difficult to deal with, especially in an educational handbook. According to the authors, the role of geography is to teach pupils to be keen and objective observers, and to be able to compare lessons with reality.

In the present handbook facts about Tunisia are presented in a manner easy for the pupils to understand. The first section of the book is a review, dealing with the topics of country life, towns and the capital. Pages 28-76 treat the physical features of Tunisia and the different regions, and the final section studies Tunisia's location in the Maghreb.

The work contains many colored illustrations as well as maps.

T 48. "Wizarat a-tarbiya wat-talim" (Ministry of Education). a-saha (Health). Société Tunisienne de Diffusion. 68 pages. 1967.

In this book for fifth-year primary pupils, the author attempts to develop a scientific attitude in the pupils, to make them understand health phenomena, appreciate tidiness, and apply it in their everyday lives. In so doing, the author kept in mind the motivations of pupils at this age.

Principle subjects include cleanliness, washing, nutrition, sports and health.

Secondary Education and Extracurricular Activities

A 49. "Enseignement Secondaire et Technique" (Secondary and Technical Education). "Effectifs Scolaires, Personnel Enseignant, Constructions Scolaires" (Faculty, Students and Physical Facilities). Maghreb Revue No. 12. November-December 1965. Pages 19-20.

There are 110,000 new pupils in secondary Algerian schools and 6,591 new pupils in French secondary schools. There are 2000 Algerian teachers, 605 new French teachers in high schools and 587 in grammar schools. Statistics are also given about the number of new secondary schools.

The Algerian government is going ahead with its arabization program and arabic is now compulsory in the second cycle.

L 50. Wizarat al-ma'arif (Ministry of Education). Jugrafia Libya wal alam al-arabi (Geography of Libya and the Arab World). Tripoli. 1965. 239 Pgs.

This work is a general description of the Arab countries, but Libya in particular, written for the second year student in the "College Moyen" (Middle School).

It was the aim of the authors to give students an idea of the location of Arab countries, their economies and civilizations, especially the location of Libya, her economy and civilization. Emphasis is placed on factors which Libya and the rest of the arab countries have in common.

Major topics include: physical features of the Arab world, the economic part which Libya plays in the Arab world, the geography of the Magrheb countries and the whole of the arab world.

M 51. "L'enseignement des sciences naturelles" (Teaching Natural Science). Ministère de l'Education Nationale et des Beaux-Arts. (Ministry of National Education and the Fine Arts). Morocco. October 1967..

This bulletin is devoted to the teaching of natural sciences. Lesson ideas and preparation suggestions are included as well oral and written exercises, instructions for examinations and a discussion of classroom techniques.

The author states that the aim of the teacher should be to imbue pupils with the scientific spirit and a love for scientific research.

M 52. Direction des Activités Scolaires, Ministère de l'Education Nationale et des Beaux Arts (Direction of Scholastic Activities, Ministry of National Education and the Fine Arts). "Enseignement des Sciences Physiques dans l'Enseignement du Second Degré" (Teaching Physics in Secondary School). Morocco. October 1967.

This report is devoted to the teaching of physics and includes programs of both physics and chemistry for the first and second phases of secondary school. Applied pedagogy is explored in depth including the conceptions and preparation of lessons, the place of practical application courses.

Every chapter is devoted to a different aspect of secondary education.

M 53. "Enseignement du Francais au Secondaire" (Teaching French in Secondary School). Ministère de l'Education Nationale et des Beaux Arts (Ministry of National Education and the Fine Arts. Imprimerie dar el Kitab.. Casablanca. 122 pages.

This bulletin deals with the teaching of French as a foreign language. The greatest challenge to the teacher is to stimulate the pupil's interest in learning and speaking French.

Applied pedagogy is proposed including the preparation of the lesson, practical advice concerning the use of audio-visual aids such as records and films,

instructions for oral questioning, written exercises and examinations.

M 54. "Instructions Générales Concernant l'Enseignement de l'Histoire et de la Géographie" (General Directives for Teaching History and Geography). Direction des Activités Scolaires, Ministère de l'Education Nationale et des Beaux Arts (Direction of Scholastic Activities, Ministry of National Education). Morocco. October 1967.

This bulletin is devoted to the teaching of history and geography. Guidelines for the conception and preparation of lessons are included as well as the place of oral questioning, written exercises and marks. Classroom methods are also proposed for stimulating pupil's interest, and for using maps and drawings.

There are also directions concerning examinations and practical advice on equipping classrooms.

T 55. Abderahmane Ach-Charkaui "difa'un anitthakafa" (A Defense of Culture). At-Thaka a No. 3. Tunis. June 1963. pgs. 29-31.

The word "culture" arouses in everyone a feeling of pride. In former times those who were educated were held in awe by the rest. Now only those who have struggled are respected, and the heros of our century are the sons of farmers and laborers.

"Culture" belongs to all human beings. It is the result of the work of all humanity and, according to the author plays a great part in the development of a country.

T 56. Kitaba ad-daula lit-tarbia al-kaumiya ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). At-tarbia El Watania. (Patriotic Education). Tunis.

In this text for third-year secondary pupils, the authors profess to make a comparison between previous life and institutions in Tunisia and the present ones, the goal of the authors being to have the pupils believe

in developing the country, and respect those who have struggled for independence, and those who are struggling now for the creation of new institutions and the promotion of democracy.

The major subjects covered in the text include: planification, agriculture, industry and commerce, cooperation, banks, laborers, insurance, welfare work, the Neo-Destour, the General Union of Laborers, the National National Union of Tunisian Women, the Youth Union, the Commercial and Industrial Union, the Farmers' Union and finally a reading section to complete the pupil's knowledge.

Illustrations supplement the lessons and the readings.

T 57. Kitaba ad-dawla lit-tarbia al-kaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office).) Nusus Adabiya.

Written for third-year pupils in the "College Moyen" this edition of Nusus Adabiya presents a large selection of readings designed to awaken the pupils' awareness of his environment, and of Arabic culture and civilization.

The texts in this book were written by contemporary writers such as Taha Hussein, Mustapha Lotfi el Menfalouti, Abou El Kacem Ech Chabbi, and Ahmed Amin. The subjects treated include intellectual life, social and economic life.

The book is divided into three parts: "The World of Feelings, Imagination and Reminiscence", "The Intellectual World and the Fine Arts," and "Sciences and Techniques."

Pages 236-256 contain more difficult readings.

T 58. Kitaba ad-dawla lit-tarbia al-kaumiya ad-diwan at-tar bawi (Secretariat of State for National Education, Pedagogical Office). Nusus ad-dabiya (Literary Passages). Tunis. 1967.

This book has been written for second year students in the "College Moyen." Like other editions compiled of literary passages, the aim of this book is to acquaint pupils with the Arab culture and also Arab social and economic problems.

There are three parts in this book: town and country, travels, and man in his everyday life. A final section is composed of more difficult texts.

VOCATIONAL EDUCATION

A 59. "L'Enseignement Technique en Algérie" (Technical Education in Algeria). Ministère de l'Education Nationale. Algiers. March 1966. 29 pgs.

This short pamphlet contains nonetheless detailed information on vocational and technical education in Algeria. Part I covers the organization of such education in terms of colleges, fees and specialities; personnel and administrative cadres; financing management and establishment of technical institutes.

Part II discusses some of the phases and types of such education under the Plan. This includes agricultural training, orientation and reforms.

Part III gives an overall view of technical training in Algeria. Tables showing programs are inserted. An appendix contains tables and statistics relating to programs and hours and the number of technical colleges and lycées.

L 60. "Industrial Vocational Training" The Libyan Review. Vol. II No. 9/10 September October 1967. pgs. 7-11.

The industrial vocational training scheme is a project undertaken by the Government of Libya in conjunction with the Special Fund of the United Nations Development Program. The International Labor Agency has been appointed as the executing agency with the Ministry of Labor and Social Affairs as the cooperating government agency.

The purpose of this project is to help the government in the organization and initial stages of operation of the main elements in the industrial vocational training scheme.

Experts, scholarships and equipment are being provided to facilitate implementation of the Special Fund.

T 61. "Al kidma al madania" (Civil Service). Attarbia a chamila, a monthly review. Tunis. No. 11, May 1968. Pgs. 23-29.

The goals of civil service are to make youth contribute to economic development and to give them vocational training which would help them afterwards in their jobs, as well as to imbue them with love for work and discipline.

Centers for Civil Service want to form youth and operate a system of vocational guidance. The centers were created for those who dropped out of school and are not old enough to have a job. Pupils are given psychological tests so that the guidance personnel can know them better.

Statistics are given about pupils working in the Civil Service Centers which are, at present, spread out through all of Tunisia.

HIGHER EDUCATION

A 62. Ben Ammar, Mondher. "Après les Universiades d'Alger: des sélections Maghrebines aux compétitions européennes" Tunis. July 10, 1968.

At the end of an official visit to Algeria, Tunisia's Secretary of State for Youth, Sports and Social Affairs congratulated his Algerian homologue on the scholastic games and competitions which had just closed in Algeria as a step toward raising the level of sports in the Maghreb.

A 63. "Enseignement Superieur" (Higher Education). Maghreb Revue No. 12. November-December 1965. Algeria. pg. 20.

Higher education is improving in Algeria. There are 1,500 new students at the University of Algiers. The creation of new universities is very expensive but the University of Algiers is not big enough and this physical insufficiency is causing many problems.

Within the university, there are 82 French professors. A higher islamic institute will soon be created.

A 64. "Guide de l'enseignement supérieur en Algérie" (Guide to Higher Education in Algeria). Ministère de l'Education Nationale. Algiers. March 1966. 123pgs.

This brochure was designed not only for prospective students of higher education, but also to those who want clarified the status of higher education in Algeria. The authors list the goals of higher education and future development plans.

The first section includes information on enrollment, scholarships and housing. The second section describes the programs of study under the various faculties and institutes in the country.

A chart is included which depicts the organization of such education in Algeria.

A 65. " Guide de l'Enseignement Supérieur en Algérie" (A Guide to Higher Education In Algeria), Ministère de l'Education Nationale, Algeria. March 1966.

The field of higher education is unknown to many people. How is it organized? Is it adapted to modern times? Is it adapted to the country? The author tries to answer these questions.

The school year begins in October and ends in June with the examination period. Admission to any faculty depends on enrollment, and on different certificates which must be given, at the beginning of the school year.

Admission to the Faculty of Law does not depend on a competitive examination.. The author goes on to give the admission requirements to the different faculties of the Algerian University.

A 66. "Interview d'Etudiants Algériens" (Interview With Algerian Students).. Confluent, a monthly review, No. 1. May 1964. Pgs. 406-422.

Ten students were interviewed on the subjects of their everyday lives and their political views. Of the 3,500 students in Algiers, a large proportion studies law or medicine, but the higher polytechnical institute is also important.

To encourage the attendance of Algerian schools by African students, the Algerian government grants many

scholarships to qualified foreign applicants. Many students claim that both housing and transportation present difficulties.

Because of the generalization of scholarization the number of students will be constantly on the increase, and certain problems will be inevitable. In face of an expanding university complex, many students favor decentralization of higher education, and the creation of a university in Oran.

In speaking of the revolution, the students state that they favor socialism in Algeria and want to serve their country in a positive manner.

A 67. Laffarque, Raymond. "Les étudiants de la Faculté de Droit et des Sciences Economiques d'Alger en 1966-67" (Students of the Faculties of Law and of Economic Sciences of Algiers in 1966-67). Revue Algérienne des Sciences Juridiques, Politiques et Economiques. No. 1. March 1967. Pgs. 379-386.

This article summarizes the condition of the Faculty of Law in 1966-67. The enrollment figure has doubled since the previous year and is now 2,396.

There is a marked preference towards law and economic sciences and other branches are lacking at the university.

The author deplores the traditional organization of the faculty. Most of the students enroll in the University of Algiers and forget about the University of Oran. As a result, the university education is not decentralized. The author proposes that the system of the Faculty of Law be improved in order to increase the results. He also proposes the democratization of the faculty.

A 68. Sbih, Missoun. "L'Ecole Nationale d'Administration Algérienne" (The National School of Algerian Administration). Revue Internationale Des Sciences Administratives Vol. XXXI-1965-No.4. A quarterly Review. Pgs. 293-296.

This school was created in 1966. Admission to the school depends on the results of a competitive examination given to students who have attained either the level of the Baccalaureat, or who have worked as civil servants for two years.

The school is comprised of four sections: General Administration, Law, Economics, and Diplomacy. Obligatory traineeships are expected to follow the first year.

After the first year of study, students specialize in one of the fields mentioned above. Studies and seminars on administrative and economic problems are organized all through the third year.

This school cooperates closely with the University of Algiers.

L 69. Annuaire du Grand Maghreb Arabe 1965-66 (The Yearbook of the Greater Arabic Maghreb)."Higher Education" Libya. pg. 50.

Four institutions of higher learning in Libya are: the Islamic University, the Libyan University, the Teachers' Higher Training College, and the College of Advanced Technology.

The Islamic University was created because of the country's pressing need for religious and social education.

The Five-Year Plan provides for the building of a university campus at Benghazi. As the number of graduates from the Faculty of Arts and the Faculty of Sciences is insufficient to provide the required number of teachers, it has been proposed that the government establish a special college for training teachers, expecially in sciences, mathematics, and foreign languages.

The college of advanced technology opened at the beginning of the 1961-62 school year.

L 70."The Islamic University of Essayed Mohamed Ben Ali el-Senussi" Facts About Libya 1966: A General Survey of Libyan Education. Pg. 116.

The Islamic University of Essayed Mohamed Ben Ali al-Senussi was established in 1961. The first college was the Institute of Essayed Mohamed Ben Ali al-Senussi, which was created in 1956 for theological education and research. The University includes three colleges: the College of Islamic Sharia, the College of Principles of Religion and the College of Arabic Language. It also includes primary and secondary schools as well as other

affiliated institutes. Its budget is made up of government appropriations.

L 71. "Les Bourses" (Scholarships). Voici La Libye Here is Libya. pg. 113.

Many students are continuing their studies in foreign universities, namely in Europe, America and the Eastern Countries, on government scholarships.

These scholarships make it possible for Libyan students to specialize in subjects which are not yet taught at the Libyan University.

The 306 government scholarships abroad are part of the government's effort to develop education.

T 72. "At-Tarbia a-Chamila" a monthly review Tunis, No. 1 May 1968. Editorial. "Raiu Al-Majala" (The Opinion of the Review) "Kaifa iufakiru a Chabab Kabla al Jamia" (The way Young People Think Before Going to University).

The author finds it lamentable that many young people have no personal preference regarding the subject they will study after they attain the second part of the Baccalaureate. They hesitate and frequently choose the subject which their parents want them to follow.

The author holds educators responsible for the lack of strong interest on the part of the student.

T 73. "Une Mise au Point du Secrétariat d'Etat à l'Education" (A Clarification by the Secretary of State for National Education). Tunis: La Presse. July 12, 1968.

The Secretary of State for National Education reminds the public that there has never been a question of forbidding students to leave the country, but the heads of establishments, inspectors and students able to participate in traineeships organized for monitors and professors assistants were simply asked to put themselves at the disposal of the Secretary of State for National Education.

ADULT EDUCATION

A 74. Algérie: Les Missionnaires de l'Alphabet (Algeria: The Missionaries of the Alphabet). Jeune Afrique No. 315 January 22, 1967. Pgs. 47-50.

Literacy is the first-priority goal of the Algerian Government. A literacy campaign was launched in 1963 and volunteers have created centers and started teaching adults. A national committee was created to fight illiteracy and a delegation was sent to Cuba to study educational methods there. This campaign failed, and this article tries to answer the question "Why did the adult . . literacy campaign fail?"

Three important reasons are: 1) teachers were under-qualified; 2) the textbooks were not adapted to adults; 3) adults did not understand the language in which they were taught.

The author holds that adults must have their own pedagogical system, and that adult education must be linked to adults' professional and social interests.

A 75. Ecole de Travail-Centre de Formation Culturelle et Professionelle. Cours par correspondence-choix de textes. (levels 1-4).(School of Work-Center of Cultural and Professional Training. Correspondence Courses. Choice of Texts Levels 1-4). Algiers: Ministère de l'Education Nationale. Undated. 216 Pgs.

One of a series of correspondence courses for adults put out by the Ecole de Travail, this issue is devoted to the study of French. It contains readings for all four levels in such subjects as patriotism, work, morals, civics, religion, social and family life, science and culture and the contemporary world. Poetry is also included.

The authors are mostly of French origin and include Curie, Duhamel, Renan, Fanon, Zola, Sand Rousseau and Gide. Poets represented are(de)Musset, Lamartine and Gautier.

A 76. Madrasa al-'amal-ad-durus bel-murasala (Vocational School - Correspondence Courses). Nusus adibiya lit-mustawayin at-talit wa ar-rabi (Literary Readings for

for the Third and Fourth Levels). Algiers: Wizarat at-tarbiyat al-wataniya (Ministere de l'Education National). undated. 84 Pgs.

This review is one of a series published by the Madrasa al-'amal, which supervises centers for cultural and professional training and puts out correspondence courses for adults. It contains both poetry and prose in Arabic which is partially voweled. Featured are 41 authors, among whom are Ahmed Amin, Mohamed Hassein Haykal, Ibn Khaldun, Ahmed Shawki, Al-Hafiz and Al-Mutanabbi.

Subjects include religion, the national life of Algeria, philosophy and psychology of development.

The first half contains readings for the third level and the remainder is directed to the fourth level.

L 77. Annuaire du Grand Maghreb Arabe 1965-66 (The Yearbook of the Great Arabic Maghreb). "Adult and Fundamental Education" Pg. 51.

A large percentage of the Libyan population has not received any education. Consequently the government has undertaken a program of adult education in the whole country. The goal of this program is to teach adults and to help them appreciate their everyday life.

The aims of the fundamental education center are to train teachers for giving instruction in rural primary schools. This includes the construction of central stores all over the country, from which supplies will be distributed to various schools for the special feeding programs.

78. A General Survey of Libyan Education-Teachers' Training. Facts About Libya 1966. Pgs. 114-119.

The Libyan Government considers training teachers a first-priority objective. It encourages those who want to go into teaching with good salaries and summer training courses in addition to the regular school term.

Although a large number of teachers in Libya come from other countries (particularly other Arab countries), the Libyan Government estimates that within four years there will be enough Libyan teachers for all primary and middle schools.

79. "Nadwat wuzara at-tarbia wa at-taalim lil Maghreb al arabi al kabir" (Pedagogical Conference for the Maghreb Countries). A-Nasrat at tarbawia (Bulletin Pedagogique No. 62. January 1968. Algeria. Pgs. 42-45.

This article is devoted to the presentation of the Tunisian delegation regarding the training of inspectors in the field of elementary education.

It begins with a brief description of conditions before Independence, and stresses the fact that the aim of inspectors is to help educators. Reforms have been made for the recruitment of qualified inspectors such as compulsory examinations, training, and colloquiums.

Subjects to be studied by inspectors are Philosophy, Philosophy of Sciences, Moral Science, Psychology, Sociology, Statistics and Science of Life.

T 80. Ahmed al Fani. Ahamu "Mashakil at-taalim" (The Most Important Problems of Education) Al Fikr No. 2 November 1965. Tunis.

Educational problems in Tunisia are numerous. One of the gravest problems is the lack of qualified teachers. Many teachers have resigned because salaries were too low. It is extremely important that teachers' salaries be raised so that today's teachers will continue to teach and that specialized and qualified teachers can be recruited.

T 81. Annachra at-tarbawia (Bulletin Pedagogique) No. 62. June 1968. "At-taabir" (language) Pgs. 17-32. Colloquium on Education Held in Kef, March 11-12, 1967.

A child is easily influenced by his environment and will learn to speak before he has his first contact with formal education. Since the role of formal education is to correct and improve upon the lessons of his environment, a well-qualified teacher is one who knows a great deal about child psychology.

Before speaking a child must first organize his thoughts and then form the sentences. The teacher can assist the child by asking accurate and easy questions, and insisting on oral exercises at this stage of education.

Illustrations and story-telling periods are also constructive as they encourage a child to express himself.

T 82. Bechir Ez-Zribi. "At talim wa at-takwin as-sinai" (Education and Vocational Training). Al Fikr No. 5 Tunis. February 1958.

According to this article, the role of educators is not only to apply pedagogical methods but also to keep in mind the goals of education. The ability of any educator to understand the characters of his pupils depends largely on his own education.

The author discusses the behaviorist approaches of Anna Freud Burl and Gesell, who state that the first human experience of the child is very important for his future. Thus the educator must consider the child and his feelings.

T 83. Mohammed Ben Lalluna. "Adhwau ala at-tarbia wa at-tadris" (Approach to Education and Teaching). M'Saken September 20, 1963. Tunis 556 Pages.

This pedagogical book written for teachers, is a sequel to two previous works on "pedagogy." The aim of the author is to have teachers realize that teaching is "sacred," that the work that they do is very important and that they have consequently a great responsibility..

This book was written to help teachers to understand the pupils, and learn how to teach. Many difficulties which frequently confront teachers are discussed here, and some solutions are proposed which may be very useful , especially to new teachers.

T 84. Mohammed Omar Es-Seghir. 'Tajribatuna fi tadris al moktatafaat" (Our Experience in Teaching: Selected Readings). A nasrat at-tarbawia (Pedagogical Bulletin) No. 62. Tunis. January 1968. Pgs. 14-16.

In this article the author states that teachers must teach pupils to rely on themselves. These carefully selected readings should be summarized by the students so they will become involved in the text and the reading process.

TEACHING AIDS

T 85. Abdelmajid Attia. "al amal al manzili" (Homework). Ab-tarbia a-chamila, a Monthly Review. Tunis No. 1, 1964-65. Pgs. 25-28.

Homework obliges the child to work on his own and to be self-reliant. In order to be effective, however, the child must be willing to work, and the assignments he is given must correspond to his educational level.

Parental cooperation is indispensable as it is extremely important that the child have a quiet and convenient place in which to work, and that he be encouraged to do his assignments regularly and conscientiously.

The family plays an important part in child education if home life is conducive to a state of mind receptive to learning.

T 86. Abdelmajid Attia. "Ma hia madrasatu al auliai wal morabin?" ("What is the Educators' and Teachers' School?). A tarbia a-chamila. A Monthly Review. Tunis, No. 1, 1964-65. Pgs. 3-6.

The author states that the role of the School of Educators and Teachers is to assist educators and teachers in their important work by serving as a center for the diffusion of information about modern pedagogical methods. Tailored to Tunisia, the School of Educators and Teachers deals with Tunisian educational problems.

T 87. Ahmed Abdesslem "Dawain - a-nasri wa at-taalif" (Offices of Education and Publishing). Al Fikr A Monthly Review. No. 9. Tunis. June 1957. Pgs. 2-5.

The subject of this article is the writing and publishing of printed material. According to the author, books are the link between men and play an important part in the diffusion of knowledge.

The author notes a lack of Arabic books and states

that if Arabic culture is to be propagated, many more books must be written and published. Scientific books must also be brought out in Arabic so that a scientific and technical vocabulary will develop in Arabic.

The author holds that the Arabic language itself is not responsible for the lack of scientific and technical vocabulary, but the Arabs as individuals..

T 88. Astalin an tarik a talvasa" (Education Through Television). Attarbia a-chamila, A Monthly Review.. Tunis No. 11, May 1968. Pages 30-32..

In the campaign against illiteracy, social education centers envision the use of television in the formation of illiterate adults in addition to the traditional educational methods.

In addition to writing, reading and arithmetic, the curriculum will include courses in religion, history and geography.

The author proposes that model lessons be televised and states that such instruction would have a broadening influence on the pupils. Pupils could be encouraged to participate in the taping of the course, another valuable experience.

T 89. Mohammed Fradj Ecchedli. "Koutoubouna el Madrasia" (Our Educational Books). Al Fikr No. 8. May 1965.

This article deals with "educational books" in general, and "textbooks" in particular. According to the author, the aim of any educational book is to help the child either at school or at home.. The child must be able to find the necessary information,

A 90. Rioux, Georges. " Contribution à l'Etude de l'Ecolier Algérien" (Contribution to the Study of the Algerian Pupils). I.B.L.A. Revue. no. 68. 4th term 1956.. Tunis. pgs. 369-376.

It is difficult to test Moslem pupils because they very often do not speak or understand French. Nor do all pupils speak and understand the same dialect of Arabic.

It is therefore to prepare and administer the texts in different Arabic dialects. The testing apparatus should be modified so that it will not intimidate the young and prevent them from giving spontaneous answers.

RELIGIOUS EDUCATION

T 91. "Koraan Karim" (Holy Coran), Juzuu Amma (Volume of Amma) told by Imam Khalun, explained by Mr. Mohamed Ech-Chadli a-Naifar, Rajab tamr's edition. Tunis.

The subjects covered in this volume range from Ama, a surat of Mecca to surat al fatiha of Mecca also.. This part also deals with God's punishment, reward and anger.. The explanations go from page 41-79.

T 92. Koranun Karim (Holy Coran). Juzuu Ama (Volume of Ama) Told by Imam Khalun Rajab Tamr's edition. Tunis.

In this edition of the Holy Coran for elementary pupils, there are chosen "surats" from the Coran. The major subjects covered in this book range from surats which were inspired by God to Mahomet in Mecca, and others in Medine, thus to imbue the children with faith.

This part of the Holy Coran deals with "God's punishment", anger, and reward because it is in Mecca that Mahomet was persecuted by the pagans.

ARTISTIC EDUCATION

A 93. André Adam. "La Culture Algérienne" (Algerian Culture). Annuaire de l'Afrique du Nord (1965) Centre National de la Recherche Scientifique. Pages 220-222.

This article deals with Algerian culture and deals in turn with music, fine arts and architecture.

A national colloquium on Algerian music was held in Algiers in May. A delegate to the conference, Mr. Toumi stated that there is no real national music

in Algeria; to the contrary, music varies from one region to another. Mr. Toumi suggests that artistic education be reformed, and that a National School of Music be created.

In the area of fine arts and architecture, there is already a national school. There are 300 students in this school. To be admitted to the school, candidates must have Baccalaureate level preparation. After two years students can obtain a diploma which is the equivalent of a license.

T 94. Ben Milad, Mondher. "L'Art Attend Dans Les Ecoles" (Art Awaits in the Schools). La Presse. Tunis. July 10, 1968.

In this article, M. Ben Milad links the development of an artistic sense among the young in Tunisia, to the increasing importance accredited to the teaching of design in public high-schools in Tunisia.

In the lycée students are taught fundamental criteria of artistic judgement for several consecutive years which enables them to appreciate the works they have the occasion to see with the help of a professor or guide.

The slight increase in gallery attendence is attributed to growing interest in art among the young.

T 95. Salah al Mahdi. "Usulou al musica" (Fundamentals of Music). Kitaba ad-daula lit-tarbia al quaumiya-ad-diwan at-tarbawi (Secretary of State for National Education, Pedagogical Office). Tunis.

In this book for second-year secondary pupils, the aims of the author are: 1) to give pupils an ear for music, 2) to teach them to carry a tune, 3) to give them an artistic sense, 4) and to give them an initiation to both Eastern and Western musical cultures.

T 96. Salah el Mahdi. Usulou Al-Mousika (Fundamentals of Music). Kitaba ad-daula lit-tarbia al quaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office).

Written for third-year secondary pupils, Part II of Usulou Al-Mousika is an introduction to principles of music. The book contains two parts, the first of which deals with Eastern and Western Music, the second of which treats the History of Music. The two sections are complementary, and are a good introduction to music.

SPECIAL EDUCATION

L 97. "The Education of Nomads" A General Survey of Libyan Education. Facts About Libya 1966.

After studying the problem of educating nomads, it was decided that boarding schools would be more satisfactory than trying to provide daily transport for the students over vast distances. As a consequence, education will certainly have an effect on the way of life of the nomads. The parents of school-age children will probably choose to limit their wanderings in order to remain close to their children who are attending school, a decision which could have a profound effect on the nomadic way of life.

COOPERATION

A 98. "Enseigner en Algérie" (Teaching in Algeria). Ministère de l'Education Nationale. Algiers. 1966.

This pamphlet was published by the Algerian Ministry of Education as a guide to french "cooperants." It contains much useful information on the situation of education today in Algeria. Figures and data are given concerning the educational system, the administrative structure, problems of personnel, the shortage of teachers, and related problems.

Comprehensive information is also proviced on cooperation and the life of the cooperant.

Also included are a schematic diagram of the educational system, statistics on teachers and professors from 1961 to 1965, and a diagram of the bureaucracy of the Ministry of National Education.

M 99. de Cussac, Robert. "L'Assistance Technique et l'Enseignement sont les Principaux Aspects de l'Aide de la France au Maroc" (Technical Assistance and Education are Major Aspects of French Aid to Morocco). Europe, France-Outremer. September 1965. Pgs. 56-58.

The government needs the aid of many countries, especially for cultural, economic and social development. At the present time, most teachers, engineers and technicians in Morocco are French. They are giving Morocco badly needed assistance in such diverse fields as administration, research, adult vocational education, agricultural education, radio and television.

In addition, France grants scholarships to Moroccan students. In 1966 there were 300 French teachers in Morocco, and France is helping Morocco to build schools.

T 100. Ahmed Abdesslem. "Muutamaru al majamii"(Congress of Cultural Organizations). Held in Damascus October 4, 1956. Al Fikr, A Monthly Review No. 2. November 1956. Pgs. 35-37.

The main purpose of this Congress was to perpetuate the Arabic Cultural heritage, and to agree on a scientific vocabulary common to all Arab countries, and to help to governments to arabize education.

Members of the congress discussed the educational and cultural problems which arab countries are facing. They decided to compile a scientific Arabic,French,English dictionary which would serve as reference for all Arab countries.

An extremely important issue debated at the conference was the relative values of spoken and literary Arabic in education. Delegates were against the teaching of spoken arabic in schools. They suggested that literary Arabic be taught everywhere, even to common people. To do so, Arabic syntax must first be simplified, Arabic grammar as well. The author found himself strongly opposed to the conservative point of view of most of the delegates.

T 101. "Renforcement Des Relations Tunis-Sofia" (Strengthening Tunis-Sophia Relations). La Presse. Tunis. July 10, 1968.

On the occasion of a six-day visit in Bulgaria, the President of the Republic of Tunisia, M. Habib Bourguiba, commented on the community of ideals and experiences which exists between Bulgaria and Tunisia, especially on the necessity of raising the level of man and freeing him from ignorance.

To attain these ambitious goals, Bulgaria and Tunisia have adopted similar means. At this time they concluded agreements setting up student exchanges and study scholarships in the areas of professional formation.

SPECIAL PROBLEMS

A 102. Azemni, Amghar. "La Famille Algérienne Devant les Problèmes Sociaux Modernes" (The Algerian Family Facing Modern Social Problems). I.B.L.A. 1951. Pgs. 27-34.

The Algerian and Kabylian families have guarded many traditional aspects. The father or elder brother still directs the family, women have no importance, their only role being to bear children. Depending on the region, families are becoming modernized to a greater or lesser extent. Some are trying to imitate Europeans - their dress, and pprofessions, but these changes do not always yield positive results. One positive aspect of Algerian evolution is that girls are now being educated, a development which will have an influence on family life eventually.

The author states that evolution in itself is not very important if it does not aim at something positive and relevant to Algeria.

A 103. Adam, André. "Les Etudiants et la Jeunesse" (Students and Youth). Annuaire de l'Afrique du Nord 1965. Centre National de la Recherche Scientifique. 219-220.

The scouts held a conference in Algiers to protest against changes undertaken by the regime and started a demonstration in Paris. The government therefore decided to make a reform within the U.N.E.A., arrested 15 students including the president of the organization.

A 104. "Arabisation Sous Conditions" (Prerequisites to Arabization). Jeune Afrique.No. 336. June 4, 1967. pgs. 48-49.

At the last conference of Maghreb Ministers of Education, Dr. Ahmed Taleb of Algeria stated that Algeria will be able to arabize the second year of primary education for the next opening of school..

Arabization poses a problem for Algeria.. It is believed to be necessary to revitalize the cultural heritage of the Maghreb, but Algeria needs the cooperation of the French in view of the severe shortage of teachers.

A 105. Le Colloque sur l'Enseignement, Mai 6-9, 1966. (Colloquium on Education, Algeria May 6-9, 1966). Maghreb Revue No. 16. July-August 1966. Page 16.

In this article an Algerian professor tries to answer the question "Why is it necessary to arabize education in Algeria." He maintains that as Algeria is an Arabic country, priority must be given to the Arabic language. The teaching of Arabic should be changed, especially at the primary level. At the university level,arabization is considerably more difficult.

The majority of the delegates to this conference agreed on the necessity of bilingualism in Algeria..

A 106. M'Rabet. Fadela. "Femmes Algériennes" (Algerian Women). Jeune Afrique. No. 354. October 22, 1967. Pages 24-29.

This article is an extract from the author's book entitled Femmes Algériennes. The author states that Algerian women played an important part in the struggle for independence but were later denied all rights.

The book deals with the actual condition of women in Algeria, their problems and domestic life.

M 107. Ashford, Douglas E. "Second and Third Generation Elites in the Maghreb.

The author states that there is a sort of disaffection

currently between youth and party. The government does not direct youth through the governmental apparatus. The "Unity Road" Project of 1957 employed 10,000 young volunteers from youth organizations. King Hassan II has paid more attention to youth activities than did his father, but young men are still not attracted by the party.

M 108. el Fassi, Mohammed. "La Langue Arabe est á la Mesure du Monde Moderne" (Arabic is a Modern Language). Jeune Afrique No. 345. August 20, 1967. Pgs. 40-41.

The author maintains that fewer students succeeded on the Baccalaureate Examination due to the shortage of teachers in Moroccan schools.

The use of a second international language is believed to be necessary in Morocco yet Arabic is tailored to modern times. For example, in Damascus even science is taught in Arabic.

T 109. Abdelmajid Attia. "Baina ath-thakafa al watania wa ath-thakafa al-ajnabia" (Between National and Foreign Educations). At-tarbia a chamila, a monthly review. Tunis. No. 1, 1964-65. Pgs. 29-31.

Some parents prefer to send their children to French schools because they think that the environment is good and that the education is at a higher level than in Tunisian public schools.

The author deplores this mentality because it reminds him of the pre-independence period. Foreign education is not tailored to Tunisia. The author stresses the fact that the French educational system has not been revised or reformed for a century.

The author favors arabization of education and says that those who have been educated in French schools will feel like foreigners in their own country.

He urges parents to send their children to Tunisian schools, so as to imbue the younger generation with a feeling of patriotism.

T 110. Ahmed al Fani. "Al Jahlu Musiba" (Illiteracy is a Major Problem). Al Fikr, a monthly review. Tunis. No. 10. July 1957. Pgs. 39-42.

This article discusses illiteracy and literacy on all levels. The author stresses the fact that illiteracy is a "drama" for the individual as well as for the nation as a whole.

Illiteracy is a major factor in underdevelopment. It is one of the causes of poverty and weakness. It is necessary to fight illiteracy by democratizing education, and creating special centers for illiterates. School drop-outs must be re-enrolled, the government must increase the number of schools, and educated people must volunteer to work as teachers if real and rapid progress is to be made.

SPECIAL CHAPTER

T 110. President Habib Bourguiba. "Pour Nous, L'Education est une Fonction Sociale" (For Us, Education is a Social Function). La Presse. Tunis. p. 5. July 11, 1968.

The President of the Republic of Tunisia traditionally makes an important speech at the end of the scholastic year.

The President considers education the fundamental factor of the national identity, a responsibility to be shared by teachers, students and the state.

President Bourguiba methodically lists the necessary elements in Tunisian education: 1) continual reexamination and self-criticism of what has been done so that the educational structures will not be allowed to become outdated; 2) reform of the university education to rid it of the vestiges of uncreative imitation and infuse it with the dynamic spirit which, according to the President, animates enterprises and state institutions.

He deems it essential that a scientific study be made of higher education which will take into account the national context, relevant factors of time and place, in order to adapt the educational structures to real conditions.

Throughout the address, the President stresses the importance of an equilibrium between the formation of staff and job opportunities, i.e. education and society.

National activity must be organized in such a way that it responds to the requirements of development and guarantees to all university graduates full-time jobs. Disequilibrium between formation and opportunities would lead to the alienation of yound people from active participation in national life, and consequentiql student agitation and disorder.

By way of summarizing, President Bourguibe mentions three necessities in the field of education: 1) the necessity of studying, restudying and revising educational structures, disciplines and methods so that harmony will endure between education on the one hand and the evolving world and needs of society on the other; 2) the necessity of adapting the programs of school and university studies as well as scientific research to national realities; 3) the necessity of maintaining a constant equilibrium and harmony between the number of qualified people issuing from schools and universities and the number of jobs available in economic and social structures.

According to Bourguiba's philosophy, education is a social function and, as such, should impart to successive generations the same foundations, thereby facilitating progress, permanence, solidarity and stability.

The President further states that the concern with acquainting youth with social responsibilities has existed from the dawn of the Tunisian national movement in which youth took an active part. Since the revolutionary period, old and young have worked together in the common enterprise of state-building with the result of blending experience and wisdom with will, ambition and enthusiasm..

The challenge which President Bourguiba presents educators in Tunisia is to descipline the revolutionary energies which are natural to youth without stifling them. It is the duty of educators to know how to give a healthy education and moral balance to their students, a state of mind in which enthusiasm is tempered by reflection, impetuosity by lucidity and wisdom, and the need for change by the spirit of continuity and stability. Such young people would be a source of hope and encouragement rather than uneasiness to the nation.

Communication developments, according to President Bourguiba, have made it impossible for even a simple farmer in a remote corner of Tunisia to be unaware of world events. Consequently, political education, or the ability

to intelligently assess world events has become indispensable for all citizens. According to Bourguiba, it is therefore the duty of educators to inculcate young people with a certain number of essential principles: 1) a young person can only hope to forge his own personality by establishing an equilibrium between scientific thought processes and technical competence on the one hand, and moral, religious and patriotic fervor on the other; 2) a national entity cannot be safeguarded, nor its cohesion or unity maintained if young people do not respect the law and seek to avoid the extremes which destroy civilized life - anarchy on the one hand and tyranny and constraint on the other.

A healthy state is a synthesis of total liberty and restraints necessary for the general interest. Such public order permits the play of creative and constructive forces while firmly controlling the excesses which result from blind passion and the violence of brutal force.